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EDUCATION WEEK

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Network for Renewal: Goodlad Seeks Stronger School-University Alliances

By Lynn Olson

After completing one of the most extensive investigations on record of how schools work, John I. Goodlad has turned his attention to how they work—or should work—with universities.

It is a task that the author of the influential study *A Place Called School* sees as paving the way to a genuine school-reform movement—one based on renewal, rather than mandates.

"The most significant changes occur when two cultures bump up against one another," he says, "and that's why I want the universities and schools to work together. They're different cultures."

This revitalizing exchange of ideas has been missing, he says, as the two worlds have grown increasingly distant and distinct.

"People in the schools, who have to make decisions rapidly, in a particular set of circumstances, don't have time to be reflective," he explains. "The universities have the time, but they don't have a sense of the problems that are going on in the schools."

John I. Goodlad

One of an occasional series of articles examining major initiatives to restructure schools and teaching.

The result, Mr. Goodlad argues, has been a crisis in schooling of such immense proportions that "nothing short of reconceptualizing and reconstructing

Continued on Page 18

Sweeping Overhaul of Licensing, Training of Administrators Urged

By Blake Rodman

The first national commission to focus specifically on improving school administration has urged that 300 of the more than 500 colleges and universities that prepare administrators cease to do so.

It has also called for the creation of a national "academy" that would certify outstanding school administrators.

In its final report, to be released this week, the National Commission on Excellence in Educational Administration recommends changes that would remodel the way administrators are trained and "substantially" reform the systems that license them.

The 55-page report, "Leaders for America's Schools," augments recent recommendations for improving the schools by placing under critical scrutiny the principals and superintendents who lead them.

It calls for major changes in the way such people are educated, regulated, evaluated, and supervised.

The commission's 30-plus recommendations aspire, the report says, "to nothing less than the restructuring of a national understanding of requirements for educational leadership of the future." They are intended, it adds, "as calls to action."

The 27-member commission was established by the University Council for Educational Administration, a consortium of 50 leading research universities offering doctoral programs in school leadership. Daniel E. Griffiths, former dean of New York University's school of education, chaired the panel.

Its members included government representatives and policymakers, higher-education officials and faculty members, leaders of professional associations and unions, and businessmen. *(See related story on page 16).*

Two commissioners—Albert Shanker, president of the American Federation of Teachers, and Judith E. Lanier, dean of the college of education at Michigan State University—declined to endorse the report. Both Mr. Shanker and Ms. Lanier were members of the Carnegie Task Force on Teaching as a Profession, and both serve on the planning group charged with establishing a national certification board for teachers.

"We have really been thinking seriously about the need to reform teaching and teacher education, and we need similar kinds of in-depth analyses about the changes that need to occur in educational administration," said Ms. Lanier, who is also chairman of the Holmes Group, a consortium of research universities working to reform teacher education.

"I just don't think the commission went far enough," she said.

According to Ms. Lanier, the commission lacked the time and resources to do the "analysis that was called for."

Mr. Shanker noted that the report in-

Continued on Page 16

Teacher Recruitment, Selection Procedures Outdated, Study Says

By Blake Rodman

Despite a predicted national teacher shortage, many school districts are still relying on the selection, hiring, and placement practices they used when job candidates were plentiful, according to a study released this week by the RAND Corporation.

And such practices, the study says, often impede the selection and discourage the retention of qualified new teachers.

The report calls teacher selection, as practiced today, "the result of . . . historical accident and political compromise," as well as planning.

To meet the growing demand for new teachers, it argues, many districts will have to revise current procedures "to enhance the prospects for attracting, selecting, and retaining well-qualified recruits."

But for such improvement to occur, districts will have to surmount a variety of obstacles, according to the report, including detailed state-certification requirements, lengthy and cumbersome screening procedures, poor timing, and inappropriate placement decisions.

A combination of these factors, the study found, frequently leads school officials to hire persistent local applicants, rather than better-qualified candidates from outside the immediate geographic area.

Based on case studies of six representative school districts, the 102-page report, "Effective Teacher Selection: From Recruit-

Continued on Page 20

Educators Are Unsure of Implications Of Immigration Reforms for Districts

By Ellen Flax

As federal officials move to implement the landmark Immigration Reform and Control Act of 1986, educators are attempting to assess its potential consequences for the schools.

"It's too soon to know how this is affecting people," said Lori Orum, director of the innovative-education project for the National Council of La Raza, a Hispanic civil-rights group. "There is a great deal of confusion on the part of schools."

The long-debated measure signed into law late last year requires schools, like other employers, to verify that employees hired since Nov. 7, 1986, are eligible to work in the United States. The U.S. Immigration and Naturalization Service will begin enforcing that provision in June.

But for school districts with large numbers of foreign-born students, the law's effects are likely to be felt beyond the personnel office, immigration experts predict.

For example, they say, school officials should be prepared to help students who are illegal aliens, and their parents, meet the specifications set out by the I.N.S. to qualify for amnesty under the new law.

In some districts, administrators say they are gearing up to handle an expected

Continued on Page 17

Business and School Leaders, Citing New Study, Call for Massive Effort To Lift Literacy Levels

By Robert Rothman

Leaders from the business and education communities issued a joint call last week for American institutions of all varieties to join with schools in a nationwide effort to improve literacy skills, particularly among the disadvantaged.

At a New York City press conference called to release the latest in a series of reports from the National Assessment of Educational Progress on the problem, speakers said that the demands of an increasingly complex society made such concerted action mandatory.

"Schools will deliver whatever we expect of them," said Archie E. Lapointe, NAEP's executive director. "If we send a clear signal, as a society, that higher skills are necessary for all segments of the population, we can expect things to happen."

"It is an educational problem, situated in schools, and the education community bears the heaviest burden," said Sol Hurwitz, senior vice president of the Committee for Economic Development. "But it goes beyond the conventional limits of what we consider education."

He predicted that businesses would em-

Continued on Page 16

Also in the news

5 **Solution to Dropout Problem Seen Elusive and Expensive**
It is not a lack of knowledge that hinders efforts to lower the dropout rate, a new study asserts, but rather a lack of money, will, and cooperation.

8 **Secular-Humanism Controversy Heads for Appeals Court**
Despite intense pressure to drop the case, the Alabama Board of Education has voted to appeal a decision banning the use of 44 textbooks in state classrooms.

12 **Most States Consider Helping Parents Foot Tuition Bill**
Lawmakers in some 40 states are weighing plans that would allow parents to invest a lump sum now to pay for their children's college tuition in the future.

IN SUMMARY

Comparable Worth
Professionals in fields such as teaching and child care, which include a preponderance of women, are significantly "underpaid," according to a new analysis of Census Bureau data. **Story on Page 6.**

Speaking for the Liberal Arts
A coalition of selective liberal-arts colleges has warned that efforts to focus teacher education on master's programs would deter many of their graduates from choosing teaching careers. **Story on Page 10.**

Rancor and Reform
In the midst of a heated debate with the governor over education funding in California, Bill Honig, the state's school chief, has unveiled a $1.5-billion school-reform package. **Story on Page 12.**

Striking a Balance
In Massachusetts, the highest court has ruled in a home-schooling case that neither the rights of parents nor the interests of the state are paramount on issues of children's upbringing. **Story on Page 12.**

Debate Over Chapter 1 (Cont.)
House Democrats have accused the Secretary of Education of attempting to limit the cost of the Chapter 1 program by portraying it as a "poverty program." **Story on Page 15.**

Commentary	28	Marketplace	23
Events	22	Private Schools	4
Federal File	14	State Capitols	12

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Education Week
Post Office Box 1939
Marion, Ohio 43306

EDITOR
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SENIOR EDITOR
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DISPLAY ADVERTISING
East Coast and Midwest
Director
Leslie K. Hubbard
Suite 775
1255 23rd Street, N.W.
Washington, D.C. 20037
202-466-5190

EAST COAST OFFICE
Lewis Edge
842A State Road
Princeton, N.J. 08540
609/683-7900

WESTERN OFFICE
Arleigh Hupp
359 San Miguel Drive, Suite 203A
Newport Beach, Calif. 92660
714/720-0222
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THE WEEK

FEDERAL

Survey Finds 55% Rise In Child-Abuse Cases

The number of reported cases of child abuse or neglect rose by 54.9 percent from 1981 to 1985, but the resources to help such children increased by less than 2 percent in the same period, according to a Congressional study.

The House Select Committee on Children, Youth, and Families surveyed the 50 state governors and the mayor of the District of Columbia for its report, "Abused Children in America: Victims of Official Abuse," released this month.

Of the 1.9 million children who were reported by those jurisdictions to have been abused or neglected in 1985, most—58.5 percent—suffered from neglect. But reports of sexual abuse showed the most rapid increase, rising by 57.7 percent from 1983 to 1984 and by 23.6 percent the following year in the 29 states that compile such data. Respondents in nearly every state said the rise in reported abuse reflected "increased public awareness" of child abuse; 60 percent also cited "deteriorating economic conditions" as a factor.

In the 31 states that also made funding information available to the panel, the public and private resources expended on child-abuse programs increased, in real terms, by 1.9 percent—or a total of $37.7-million—in the same four-year span, the survey found. The researchers said the small rise was due largely to the loss of federal funds for those services.

High Court Rejects Suit Over Agency Fees

The U.S. Supreme Court declined last week to review a ruling by an Indiana appeals court requiring 36 nonmembers to pay the local teachers' union about $190 each in lieu of dues.

The case, *Stewart* v. *New Prarie Classroom Teachers Association* (Case No. 86-554), stems from a contract provision negotiated in 1980 between the union and the New Prarie United School Corporation, which requires nonmembers to pay fees for union services provided for all teachers.

When the nonunion teachers refused to pay on the grounds that the law permitting such agency fees was illegal, the union filed suit against them in La Porte County small-claims court. The nonmembers' argument was rejected on appeal by the Indiana Court of Appeals.

When the case was returned to the small-claims court, the nonmembers objected to the formula used to apportion the $190.16 fee among the national, state, and local unions. They said forced payments of $128.45 to the Indiana State Teachers Association and $41.71 to the National Education Association violated their right to free association under the First Amendment.

The small-claims and state appeals courts both rejected that argument, and the state supreme court declined to overturn their rulings.

NATIONAL

'Pro-Family' Coalition Targets Health Issues

Leaders of a number of national groups that describe themselves as "pro-family" held a press conference in Washington last Friday to urge that public officials promote sexual abstinence among the nation's young people.

The newly formed Coalition for Teen Health, whose coordinator is the conservative activist Phyllis Schlafly, released a letter to U.S. Surgeon General C. Everett Koop calling for actions that would help "end the promiscuous society brought about by the sexual-liberation movement of the last 20 years."

The letter took aim at the campaign, led by Dr. Koop, to familiarize young Americans with condoms and other means of protection against acquired immune deficiency syndrome.

The campaign seeks to "institutionalize and validate promiscuity of both the heterosexual and homosexual varieties," the letter charges, "by means of false advertising in the media and false instruction in the schools which teach that condoms make 'casual' sex behavior acceptable and safe."

Coalition members said that Dr. Koop should urge state legislatures to "mandate all public schools to teach children to practice sexual abstinence until, as adults, they make a commitment to a monogamous, lifetime marriage."

Ms. Schlafly characterized the coalition's demands as "harmonious with public statements made by the President on this issue." Joining her in signing the letter were 55 representatives from such groups as The Roundtable, The Conservative Caucus, the National Association of Pro-America, Accuracy in Media, and the Plymouth Rock Foundation.

STATES

N.J. Plan Seeks Jobs For Urban Graduates

The New Jersey Department of Education has unveiled a plan for placing 10,000 high-school graduates from the state's 81 urban high schools in private-sector jobs by 1992.

Called "10,000 Graduates . . . 10,000 Jobs," the program is intended to "give students a tangible goal for which to strive," said Saul Cooperman, the state's commissioner of education, in announcing the initiative this month.

In addition, he said, it "will provide employers an economical way to recruit a well-prepared labor force."

Within each participating school district, a "business-services liaison" will match qualified students with available positions listed in a computerized job bank, said Edward J. Richardson, a spokesman for the department.

Officials in approximately 17 regional Private Industry Councils will identify vacancies around the state and enter them into the job bank, Mr. Richardson said.

To qualify for the program, he explained, a student must have passed the state's high-school proficiency test, maintained consistent school attendance, demonstrated good citizenship, and completed a 40-hour "employability skills" course.

The program is scheduled to place its first 1,000 graduates in jobs in June 1989.

The idea was proposed by Gov. Thomas H. Kean in his State of the State Message in January.

DISTRICTS

Los Angeles Custodians Are Charged in Thefts

Four employees of the custodial department of the Los Angeles Unified School District, including the director and the deputy director, have been charged with stealing at least $500,000 in school supplies.

According to the Los Angeles County district attorney's office, which announced the charges March 4, the employees operated a "theft ring" for three years without the knowledge of school officials.

The employees allegedly worked with a supplier of weed-killers and other chemicals. The vendor reportedly shorted orders of supplies to the district, but charged the full amount and split the profit with the employees. District officials said that the scheme also included the removal of a portion of the supplies when full orders were delivered.

Charged on counts of grand theft, embezzlement, and conspiracy were

Women and Teachers Said Among Most Underpaid

By Debra Viadero

Teachers, child-care workers, and college professors are among the most "underpaid" employees in the nation, according to a new analysis of data from the 1980 U.S. Census.

And women and minorities in those professions, the study concludes, would benefit from new "pay equity" plans designed to equalize the pay men, women, and members of minority groups receive for comparable jobs, education levels, and experience.

The new study, prepared by the National Committee on Pay Equity, a coalition of labor, women's, and civil-rights groups, is the most pointed in its criticism of occupational pay scales of two reports issued this month on the economic status of women.

On March 3, the U.S. Census Bureau released its own study, "Women in the American Economy," saying that, although American women have more and better jobs than ever before, they remain concentrated in low-paying occupations.

In 1984, the Census Bureau report states, women who worked year round, full time, earned about 64 percent of what men earned—an increase from 59 percent in 1970.

'Underpaid' Teachers

Both reports have significance for the teaching profession, said educators and authors of the studies. Women account for 60.8 percent of all elementary-school teachers and 39.3 percent of secondary-school teachers, according to the N.C.P.E. study.

The Census Bureau report states, in fact, that in 1979, every sixth woman 35 to 44 years old with five or more years of college was an elementary-school teacher.

"It was seen as a woman's job, historically," said Ruth Whitman, a spokesman for the American Federation of Teachers, the nation's second-largest teachers' union.

The N.C.P.E. study, which was funded by the Ford Foundation, goes a step further than the Census Bureau report in assessing the meaning of such numbers.

The pay-equity group calculates what women in the cited professions would earn if, in its view, they were properly compensated for their educational levels and experience. In the resulting list of the 25 most "underpaid" occupations, elementary-school teachers ranked 10th and secondary-school teachers 13th. Professionals in both fields would earn, under the N.C.P.E. formula, about $10,000 more annually.

Child-care workers, who were ranked as the second most underpaid, would double their average salary of $7,119 a year, the group said, if they were rewarded for their training and education.

College professors—only 21.3 percent of whom are women—were the least underpaid on the list, with a gap of $13,000 between what they earn now and could earn under the study's compensation formula.

"I think the reason there's a shortage of teachers is because they're so underpaid," said Claudia Wayne, executive director of the N.C.P.E..

The gaps between achievement and compensation, she said, are even greater for minority women in all jobs for which females constitute the majority of the work force. The study also measured wage differences between the salaries of white men and minority men, finding that the salaries of black and Hispanic men were 73 percent and 72 percent, respectively, of those of white men.

The primary reason for such disparities is discrimination, the study asserts. "While pay equity is not the total answer," it says, "we, nevertheless, conclude it is a significant step toward closing the wage gap."

Pay-Equity Plans

Spokesmen for the A.F.T. and the National Education Association said that both studies confirm what they have been saying for years: that teachers are not being paid enough.

"If it was the other way around, and 70 percent of all teachers were male, I think salaries would have been up a long time ago," said Howard Carroll, a spokesman for the N.E.A.

However, while both organizations have supported the concept of pay equity—or "comparable worth," as it is also called—the campaign to restructure compensation systems along those lines is of lower priority for the unions than the need to improve the status of teachers through current education-reform efforts.

"We support the concept of compa-

Continued on Page 11

Rank of Occupations of Women: 1980

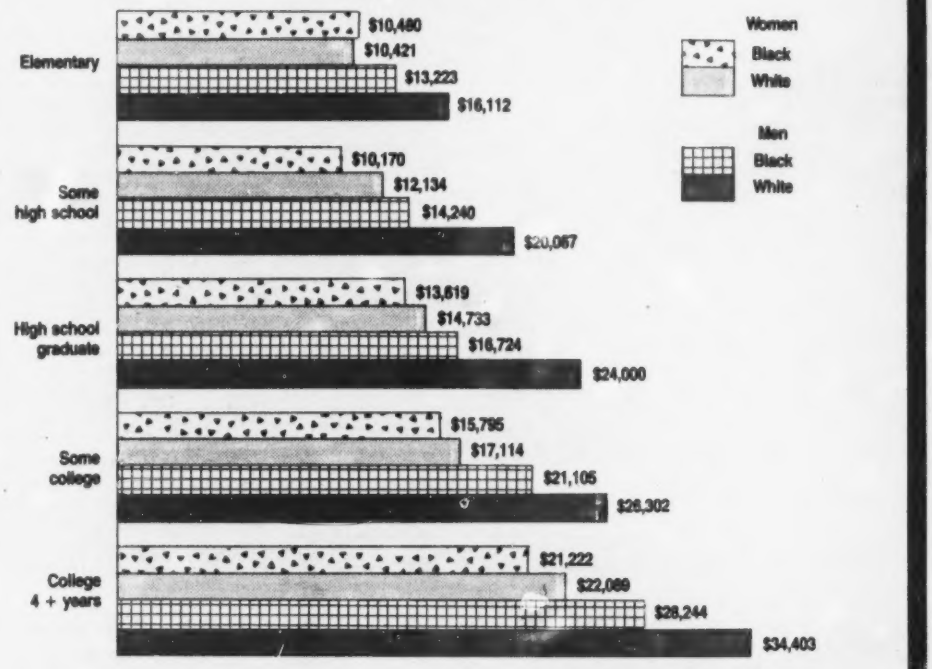
Women 18 years and over with earnings in 1979 who worked year-round, full-time in the experienced labor force

Rank	Occupation	Number With Earnings	Percent	Cumulative Number	Cumulative Percent	Annual Earnings: Mean Dollars	Annual Earnings: Rank*
	Women, 18 years and over	19,563,254	100.0%	NA	NA	$11,051	(221)
1	Secretaries	2,299,268	11.8	2,299,268	11.8	10,622	245
2	Bookkeepers, accounting & auditing clerks	941,889	4.8	3,241,157	16.6	10,420	258
3	Managers & administrators, n.e.c.	908,962	4.6	4,150,119	21.2	13,952	105
4	General office clerks	707,031	3.6	4,857,150	24.8	10,160	270
5	Registered nurses	633,030	3.2	5,490,180	28.1	14,834	80
6	Nursing aides, attendants, orderlies	523,673	2.7	6,013,853	30.7	8,433	371
7	Assemblers	420,019	2.1	6,433,872	32.9	10,021	280
8	Cashiers	372,426	1.9	6,806,298	34.8	8,777	358
9	Textile sewing-machine operators	364,808	1.9	7,171,106	36.7	7,464	402
10	**Teachers, elementary**	**340,397**	**1.7**	**7,511,503**	**38.4**	**13,411**	**121**
11	Typists	332,860	1.7	7,844,363	40.1	9,553	316
12	Sales workers, other commodities	315,384	1.6	8,159,747	41.7	8,130	385
13	Supervisors, general office	281,505	1.4	8,441,252	43.1	13,093	134
14	Supervisors, sales occupations	268,783	1.4	8,710,035	44.5	10,848	232
15	Accountants & auditors	261,714	1.3	8,971,749	45.9	13,629	111
16	Machine operators, not specialty	251,640	1.3	9,223,389	47.1	9,815	292
17	Bank tellers	245,789	1.3	9,469,178	48.4	8,458	370
18	Waiters & waitresses	234,769	1.2	9,703,947	49.6	6,554	416
19	Production inspectors, checkers, examiners	223,749	1.1	9,927,696	50.7	10,481	254
20	Data entry keyers	212,932	1.1	10,140,628	51.8	10,217	266

* Of 421 occupations ranked.
SOURCE: U.S. Department of Commerce, Bureau of the Census, "Changes in Occupational Sex Segregation During the 1970's," unpublished.

Median Income of Year-Round, Full-Time Workers, by Educational Attainment: 1985

(Income in 1984 for persons 25 years old and over)



Source: U.S. Department of Commerce

Four Teen-Agers Die in Apparent 'Suicide Pact'

By Debra Viadero

In what some experts are calling a tragedy of unusual proportions, four teen-agers in Bergenfield, N.J., killed themselves last Wednesday in an apparent "suicide pact."

The teen-agers—two sisters and two young men—were found at about 6:27 A.M., seated in a car with the engine running inside a locked garage. All four apparently died of carbon-monoxide poisoning, police said.

According to a press release issued by the Bergen County prosecutor, a lengthy suicide note was found written on a paper bag beside the teen-agers. Signed by all four, the note was apparently composed, in parts, by each of the youngsters, police said.

The youths were identified as: Thomas Olton, 18, who was found in the driver's seat; Thomas Rizzo, 19; Cheryl Burress, 17, and her sister, Lisa, 16. Mr. Rizzo and the Burress sisters were found in the back seat of the car.

According to Willard Burkart, who is chief of police in the city of 27,000, Mr. Olton and Mr. Rizzo also had scars—some fresh and some older—on their wrists from possible previous suicide attempts. Razor blades were also found in the car.

All but the youngest, Lisa Burress, had dropped out of Bergenfield High School before graduation, he said. Ms. Burress was reportedly suspended from her classes at the high school.

"Other than that, they hadn't been in any kind of trouble that we would have a record of," he said. "Everybody is shocked about the whole thing."

'Unusual' Tragedy

Suicide experts contacted last week said the incident was unusual because so many youths were involved.

"It's the first time any of us in the field are aware of four teens committing suicide together," said Charlotte Ross, executive director of the Youth Suicide National Center. But suicide pacts—usually made between two people—are not uncommon, she and other experts said.

"It can be either boyfriend and girlfriend or two girls," said Pamela Cantor, a clinical psychologist and president of the National Committee on Youth Suicide. "It could be anything."

Now widely recognized as a major problem among young people, suicide became the second leading cause of death in that age group—behind only accidents—in 1984.

Yet, although the suicide rate among young people has tripled over the last 30 years—doubling since 1960—the numbers appear to have stabilized after 1980, Ms. Ross said. In 1984, for example, 5,024 people between the ages of 15 and 24 killed themselves, she said. Four years earlier, the figure was 5,239.

Other experts speculated that the deaths in Bergenfield might—in an indirect way—lend credence to theories that youth suicide is "contagious," and that media reports of suicides may encourage others to do the same. Such a phenomenon, some experts have postulated, may account for the widely publicized "cluster" suicides in Westchester County, N.Y.; Plano, Texas; Golden, Colo.; and other communities. *(See Education Week, June 18, 1986.)*

In Bergenfield, Chief Burkart said, the suicides followed four other sudden deaths of teen-agers in the community over the last year. One boy died after he slipped off the Palisades cliffs and into the Hudson River. Two others were struck by a train while sitting on the railroad tracks, and another drowned, he said.

Though the Palisades incident was ruled to be accidental, Chief Burkart said, police are still unsure about the others. "We don't know if they were drunk or on drugs, if they

Continued on Page 20

Multidimensional Approach to Dropout Problem Urged

Continued from Page 5

dents drop out. But studies have estimated that between 12 percent and 24 percent of black students do so. Some estimates suggest that as many as 40 percent of Hispanic students and 48 percent of Native Americans leave school before graduation.

• Self-reported differences in dropout rates also occur by region and by city size. Southwestern states, for example, suffered dropout rates as high as 21 percent, compared with 9 percent in Northwestern states. Dropout rates were twice as high in large cities as in small cities (25 percent versus 13 percent).

• A scarcity of resources in some high schools may also lead to a higher dropout rate. For example, when the education analyst Harold Hodgkinson examined state retention rates in 1985, he found that dropout rates for schools with the most favorable teacher-to-student ratios were less than two-thirds of those for schools with the worst ratios.

Data Lacking

The report also criticizes school districts for keeping inaccurate and incomplete data on school dropouts.

"Among the thousands of school districts in the United States," it notes, "it sometimes seems no two count dropouts in the same way."

In many localities, the report adds, no central statewide or citywide authority rigorously scrutinizes such data. As a result, students who leave school often are not reflected in enrollment statistics.

"The underestimation of the dropout rate on the local level raises serious issues of public accountability," it concludes. "Until a uniform and accurate system of calculating the dropout rate is developed by local school systems, dropout-prevention efforts will continue to be directed toward a small number of 'troubled teens,' rather than the majority of students in some inner-city schools who will leave or are at risk of leaving before commencement day."

Dissenting View

In a statement included with the report, Michael A. Bailin, president of Public/Private Ventures and a member of the study's advisory committee, took exception to the authors' conclusions on two counts.

He argued, first, that "we do not have adequate research—either regarding implementation or impact—on which to base a judgment regarding many of the programs and policies recommended." Second, he said, developing comprehensive and integrated services for dropouts will be extremely difficult, and the report fails to develop a coherent framework for its "disparate listing of remedies."

The experience of his own organization, he wrote, "is that the separate goals, procedures, and identities of the various youth-servicing institutions—in short, their 'turf'—are critical barriers to achieving integration and coordination."

"In fact," Mr. Bailin said, "these barriers are equal to, if not greater than, the problems of resources and commitment."

Ms. Danzberger admitted that the level of collaboration called for in the report would be hard to obtain. But she argued that "if this is a problem that is important, possibly even threatening, to our social structure as well as our economy," society has "reached a point where there simply has to be a different structure" for serving at-risk youths.

Copies of the report may be obtained for $7.50 each, $4.50 for 10 to 25 copies, or $4.00 for 26 copies or more, from the Publications Department, I.E.L., 1001 Connecticut Avenue, N.W., #310, Washington, D.C. 20036, or by calling (202) 822-8405.

Women, Teachers Said Among Most Underpaid

Continued from Page 6

rable worth, but that's not the vehicle to solve this problem," Mr. Carroll said. "We would support salary increases tied to the concept of excellence and improving the quality of teaching."

Added Ms. Whitman of the A.F.T.: "We see it as something that goes beyond comparable worth."

According to Ms. Wayne of the N.C.P.E., 27 states "have done or are doing" job-evaluation studies to determine if sex has been a factor in their compensation systems. Three states and the District of Columbia are also assessing the role of race in such systems, and 17 states have begun to implement pay-equity plans.

So far, most of those plans have addressed state-government employment systems, and not local jurisdictions, which most often employ teachers. One exception is Minnesota, where a legislative mandate requires all public employers in the state to devise and install a comparable-worth program.

But, according to Lee Anderson, a consultant who has drawn up such plans for school systems in St. Paul, Minneapolis, and several nearby suburbs, few teachers have gotten pay raises in those cities as a result of new comparable-worth plans.

"Food-service workers, clerical groups, instructional aides, and supervisory aides seem to get most of the increases," said Mr. Anderson. Unlike the N.C.P.E. study, which takes a national view, comparable-worth plans in Minnesota weigh inequities within their own systems, he added.

In contrast to the N.C.P.E. study, the Census Bureau report draws no sharp conclusions about widespread discrimination in the workplace, pay equity, or other controversial issues.

"There is a gap in the wages of males and females, but neither the reasons for it nor the extent of it can be precisely stated," the study's authors, Cynthia M. Taeuber and Victor Valdisera concluded.

Among the possible reasons they list for the segregation of women in lower-paying jobs are: the pressures of family responsibility, which force women to miss more work, accept flexible but lower-paying jobs, or spend less time earning seniority with a single employer; the predilection of women for fields of study that lead to lower-paying jobs; and some discrimination on the part of male management-level employers, who "tend to choose people they are comfortable with."

The median income of women working full time in 1984 was $15,600, compared with $24,004 for men, that study says.

Copies of "Women in the American Economy" are available for sale from the U.S. Government Printing Office, Washington, D.C. 20402. The report is listed as Series P-23, No. 146, of the U.S. Bureau of the Census's Current Population Reports.

The N.C.P.E. study, titled "Pay Equity: An Issue of Race, Ethnicity, *And* Sex," can be obtained at a cost of $14.95 for nonmembers or $9.95 for members by writing the National Committee on Pay Equity, 1201 16th St., N.W., Washington, D.C. 20036, or calling (202) 802-7304. Executive summaries of the report are also available for $4.

COURTESY DANIEL BROWN

Researchers say female teachers would earn about $10,000 more annually under comparable-worth laws.

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THIS WEEK'S FORUM: PAGE 18

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EDUCATION WEEK

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Federal Guidelines For AIDS Courses Stress Abstinence

Reagan Plan 'Too Little, Too Late,' Critics Say

By Debra Viadero

WASHINGTON—The Reagan Administration last week released a long-awaited national plan for AIDS education that emphasizes teaching students to avoid the disease by postponing sex until marriage.

Those who do not abstain from sex, the plan adds in a separate section, should know that using condoms "can reduce the risk of transmission of the AIDS virus."

The Administration's blueprint for educating the public on acquired immune deficiency syndrome also promises the development of curricular guidelines for AIDS instruction in the schools, new programs for black and Hispanic youths, and a computerized bibliography of materials on the deadly disease. Those and other elements of the plan would be used as local communities saw fit.

The unexpected release of the document on March 16 followed six months of preparation by federal agencies. That process was marked by considerable debate over the extent to which the plan should stress the role of traditional moral values in halting the spread of the disease.

Secretary of Health and Human Services Otis R. Bowen made the plan public just hours after members of the Congress, speaking at a hearing, chided federal health officials for not moving faster to develop an AIDS-education strategy.

Critics of the federal government's role so far in addressing the AIDS epidemic were quick to describe the strategy as "too little,

Continued on Page 15

Meese Supports Plan To Require Teachers To Take Drug Tests

By Tom Mirga

WASHINGTON—The Reagan Administration last week asked New York State's highest court to uphold a Long Island school district's controversial plan to require probationary teachers to submit to drug tests as a condition of obtaining tenure.

In papers filed in a lawsuit that is being watched closely by educators nationwide, the Administration argues that courts should grant school authorities "broad discretion" in determining whether teachers should be tested for use of illegal drugs.

"We in the Department of Justice view freedom from drugs as a valid condition of employment for school teachers," said Attorney General Edwin Meese 3rd during a March 19 speech at the University of Mississippi, at which he announced the Admin-

Continued on Page 11

Bennett Panel Urges Major Expansion of NAEP

By Lynn Olson

WASHINGTON—Plans for a radically more ambitious and expensive version of the nation's "report card" on student achievement were unveiled last week by a blue-ribbon panel convened by Secretary of Education William J. Bennett.

In its report, the 22-member study group advocates redesigning the National Assessment of Educational Progress to provide state-by-state data, measure learning in more core subjects, include out-of-school 17-year-olds, and provide a larger sampling of private-school students.

The panel also recommended a new governance structure for NAEP that would place its future direction in the hands of an independent council "buffered from manipulation by any individual, level of government, or special-interest group in the field of education."

Such changes would "vastly improve our ability to keep track of what our children know and can do," the study group argues in "The Nation's Report Card: Improving the Assessment of Student Achievement."

Current assessments, it states, "are not producing answers to the questions most often asked at this moment in history by parents, by concerned citizens, and by educators."

At a press conference held here to release the report, Mr. Bennett warmly endorsed the panel's work. Few reform proposals of the 1980's, he said, would have a "more significant long-term impact" on education in the United States.

"While I still want to study the details," the Secretary said, "I certainly intend to move forward with legislation and to seek authorization to put an improved report card into the nation's hands."

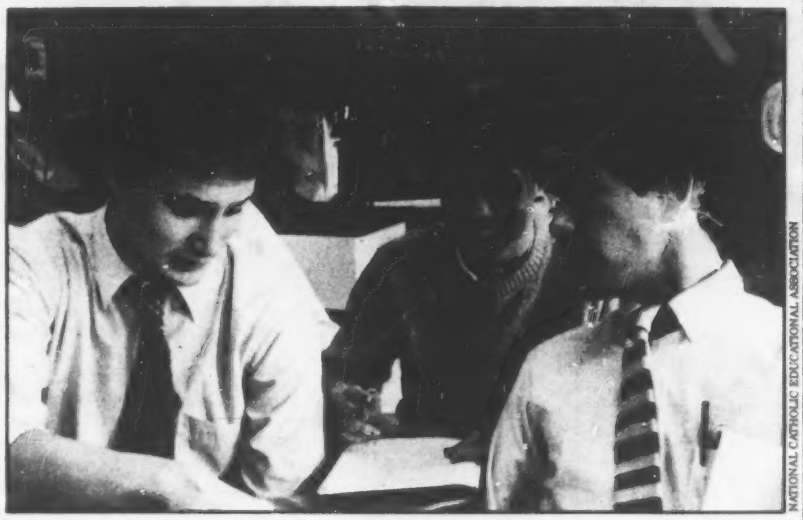
Mr. Bennett said he needed more time to consider the panel's proposal that annual federal funding for NAEP be increased fivefold, from about $5 million to $26 million.

But he added: "We want to go ahead with this. I will be looking for the money. . . . I am pledging today a serious and earnest effort on our part to find whatever monies we can."

According to the panel, the budget it has proposed is a "minuscule sum within an elementary and secondary education system that is spending approximately $170 billion this year."

It urged quick adoption of its recommendations, noting that it would be a number of years between the redesign of the assessment and the availability of test results based on those changes.

Continued on Page 8



NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

Students in Catholic schools are finding that AIDS-education courses vary widely among parishes and dioceses, and may be unavailable in many.

Catholic Schools Attempt To Balance Sex Education With Church Doctrine

By Debra Viadero

Two years ago, when the Rev. Matthew Kawiak, a parish priest, published *Parents Talk Love*, it seemed as if he had solved an age-old dilemma for Roman Catholics: how to integrate responsible sex education with church teachings.

The book, a parents' guide written by Father Kawiak with a Catholic high-school teacher, was published by a major Catholic publishing house, gained a favorable review from a national Catholic news service, and bore the imprimatur of the Bishop of Rochester, N.Y.

But last December, the book's fortunes began to turn. And that turning, for some, provides a subtle indication of the new dilemmas Catholic educators face as they try to formulate a n AIDS-education program for their schools.

After receiving a critical letter from the Vatican, Bishop Matthew Clark of Rochester removed his imprimatur from *Parents Talk Love*. The imprimatur—Latin for "let it be printed"—designates that the contents of the book do not conflict with church doctrine.

But Father Kawiak, an associate pastor at St. John the Evangelist Church in Greece, N.Y., maintains that the book "never disagreed with the Church."

It simply states facts, he said in an inter-

Continued on Page 15

Administrators' Union Attempts To Halt Shift Of Managerial Responsibilities to Teachers

By Blake Rodman

In a new conflict over the proper lines of authority in schools, a national union of administrators is seeking to halt efforts by the American Federation of Teachers to turn over to teachers responsibilities traditionally held by principals.

Arguing that those efforts pose "a serious threat" to school leaders, the executive board of the 10,000-member American Federation of School Administrators voted last month to file a grievance against the teachers' union with the A.F.L.-C.I.O., with which both unions are affiliated.

In advocating the transfer of responsibilities from members of one affiliate to those of another, the A.F.T. is violating the constitution of the A.F.L.-C.I.O., said Ted Elsberg, executive vice president of the administrators' group.

Although the dispute is in some ways a classic inter-union struggle, the complaint

Continued on Page 13

Negative Peer Pressure Said To Inhibit Black Student Achievement

By William Snider

A study of student attitudes in a predominantly black Washington high school has added new evidence to support a theory currently under debate that sociological factors beyond discrimination may be contributing to poor minority achievement rates in school.

In a study published this month in the journal *Urban Review*, two black anthropologists say that "negative peer pressure" causes many black students to perform below the level that standardized test scores indicate they should.

The researchers maintain that excelling in an arena seen as dominated by white values and expectations puts black students in jeopardy of being accused of "acting white."

Such students, they say, "do not put forth the necessary effort and perseverance in

Continued on Page 14